Schoolwide Positive Behavior Plan
Baltimore County Public Schools

Date Completed: 8/4/2022   **School Year 2022-2023**
School: Lansdowne High School

Section 1: Initial Steps
School Climate Team
Identify members of a School Climate Team (consider a representative selection of members). The team meets initially to examine equity concerns and data and to develop the Schoolwide Positive Behavior Plan. The team should then meet monthly (minimum quarterly) to assess the effectiveness of the SWPBP on an ongoing basis.
Nehal Ghodasara – Assistant Principal Kelly Olds – PBIS Committee Co-Chair, Department Chair Amanda Blue – PBIS Committee Co- Chair, Teacher Brian Savage – SEL Teacher Krystal Topper – School Psychologist Terrelle Hall – Special Educator Shaun Murphy – Educator Katherine Thompson – Educator Louise Loehr – Social Worker Tom Macdonald – Educator Jennifer Joslyn-Mahuta – Educator Kareem Rojas – Educator Suzette Shaw – Special Educator, Equity Liaison Seth Berlin – Special Educator Angela Montague – School Counselor Allison Seymour - Principal
Equity Lens
Through an equity lens, identify what the data indicate about the social-emotional needs of students and the support provided by staff members relative to disproportionality between student groups, especially for African Americans or students receiving special education. Also consider the school's population with regard to ELL, Latinx, and/or other student groups. (Information may be from School Data Story)
As of September 30 2021, enrollment indicates that we have 1336 students and our demographics are as follows: 24.3% Black/African American, 30.7% White,

31.3% Hispanic,
4.9% Two or More Races,
5.8% Asian,
22.83% English Learner,
12.1% Special Education.

Lansdowne High is a Community Eligible Provision School which means that all members of our school community have access to Free lunch and the benefits associated with the FARMS designation.

1 out of 2 students were chronically absent through May 2022. Rate is higher for Hispanic student group(s).

The 2018/2021 cohort 4-Year graduation rate was 79.7%. In this cohort, the following subgroups of students were notably below the average graduation rate: Hispanic/Latino rate 68.8% and multiracial students at 64.3%. Our multilingual students graduated at a rate of 69% in comparison to our non-EL students at 82.3% and our students receiving special education services graduated at a rate of 60% in comparison to a rate of 81.5% for their non-disabled peers. This difference in graduation rate for the special education population is negatively impacted by our FALS program where students are not eligible for a diploma.

62.2% of students received a Final Grade of D, E, and/or F on their report card. Of the students receiving failing grades, our Hispanic students make up 40% of the students receiving one or more final grades of a D, E and/or F. 84% of the students earning a final grade of D, E and/or F earned two or more of these grades.

The intersection of achievement and climate data indicate that our Hispanic and English Language Learned are most underserved.

Targeted School for Improvement for our Asian, ELL and Economically Disadvantaged students.

Data Analysis

Summarize what the data tell about the school climate. (Information from School Data Story)

Chronic absentee rates, graduation and dropout rates indicate that our student groups most in danger of not being academically successful are students in our Hispanic and ELL subgroups.

Our suspension data indicates that our African American students are more likely to be suspended than their classes of other races. The suspension rate for African American students was 13.98% for the 2021-22 school year while it was 8.98% for the entire school. The top three reasons for suspension were drug-related offenses, weapon-related offenses and fighting

Sense of belonging data from the Stakeholder survey indicates that a little more than 50% of students responding were proud to be a member of the LHS community. Of staff responses, less than 50% indicated they would send their child to this school and/or recommend this school to a friend.

Climate Goals

Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)

Decrease overall suspension rate from 8.98% to 7.98%.

Decrease the suspension rate for our African American students from 13.98% to 8.98%.

Improve sense of belonging by students from 52% to 65%.

Improve staff belief about the school from 45% to 65%.

Section 2: Developing and Teaching Expectations

Expectations Defined

Identify a School Code of Conduct with 3-5 positively stated school expectations. Develop a way to communicate the identified rules, based on the schoolwide expectations, for specific settings within the school building. Expectations should be clearly stated, communicated, taught, and frequently referenced.

"Be Respectful, Be Responsible, Be Ready"

Expectations are communicated the reinforced through the following ways:
Parent and Community Guide (English version, Spanish version)
Handbook Presentations
Monthly Schoolwide SEL Lessons
Prior to special events
Announcements
Posters throughout the building
School counseling lessons
Classroom intentions
Behavior reflections

Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures

Teachers develop visuals to communicate culturally relevant classroom expectations, routines, and procedures based upon the schoolwide expectations. Educators explicitly teach expectations, routines, and procedures. The school staff recognize and reinforce expected and positive behavior. Teachers identify encouraging procedures and corrective procedures for their classrooms.

At the beginning of the school year teachers will work with students to set intentions for each class based on the schoolwide expectations. Throughout the year, these expectations and intentions will be reinforced through monthly SEL/virtues lessons.

Family/Community Engagement

Identify how the Schoolwide Positive Behavior Plan, the schoolwide expectations, and/or interventions will be communicated and shared with families. Consider how to include family and student voice in the initial plan and in evaluating the plan throughout the year.

Use Schoology, PTSA, Phone calls, collaboration with community partners, positive home connections, collaboration with FACE liaison

 Principal's Student Advisory Group, Quarterly Parent Newsletters.

Section 3: Developing Interventions and Supporting Students

Resource Mapping of MTSS

Identify the evidence-based practices and interventions offered at Tier 1, Tier 2, and Tier 3 to support all students. Consider what culturally responsive interventions the school requires to meet the specific needs of the students.

Tiered Supports

Social-Emotional Learning

Identify the specific evidence-based social-emotional learning skill development practices the school will implement during the school year. Consider the importance of trauma-informed care, mental health awareness, level of students' coping skills, etc. Determine how the social-emotional learning and the SEL competencies will be integrated into the school's programming. Consider the need for any training the staff members may require.

 SEL/Mind over Matters Calendar

Character Education

Determine how specific evidence-based character education learning will be infused into the school's programming to promote positive behavior and ethical decision-making. Character education will be culturally responsive and co-created with diverse stakeholders. Consider the need for any training the staff members may require.

Virtues Program will be the Character Education program implemented in our 2022-23 plan Virtuous Viking of the Month Acknowledgement, Announcements

Professional Development for Staff

Identify the professional development that will be offered to staff members throughout the year in order to support their knowledge, skill development, and implementation of the interventions selected, the character education learning, and social-emotional learning

practices. Specify the schedule for professional development and how to obtain teacher feedback during the year to address their concerns and areas in which they want/need more information. (Information from School Progress Plan.)
Opening week Positive Behavior Plan Presentation Appropriate professional learning based on trends observed in the behavior intervention log Targeted professional learning from SEL teacher based on CCREIS program. Responsive professional learning based on teacher feedback on effectiveness of SEL lessons.

Section 4: Supporting and Responding to Student Behavior

Recognitions/Incentives

Identify a variety of positive consequences, acknowledgements, recognitions, and/or incentives that are linked to the behavioral expectations and rules. Develop a system for implementing the positive acknowledgements consistently in school settings. Consider how to monitor who is being recognized and who is not being recognized and whether explicit or implicit biases may be occurring.
Viking of the Month (Student), Positive Postcards, through Parent Newsletters Monthly Teacher Recognition, Monthly Student Recognition, Quarterly Student Recognition – Honor Roll, Most Improved, Principal's List, Weekly Celebrations in Staff Newsletter and announcements about students and staff doings, Positive Postcards for students and staff

Hierarchy for Behavioral Referrals and Consequences

Identify the behaviors that are teacher-managed, behaviors referred to resource staff, and behaviors referred to administration. Refer to the BCPS Student Handbook for teacher and administrator-led interventions. Consider how unsafe behaviors will be addressed.
Behavior Response Flowchart Administrative responses to behavior concerns will include, but are not limited to: Required Parent Conferences, Team Meetings, Administrative Detention, Social Suspensions, Restorative Conferences, Localized Program Reviews, Outside Consultation/Referrals

Response for Intensive Behaviors

Identify a hierarchy of responses to intensive behaviors (i.e., emergency/crisis management/threat assessment/unsafe behaviors) including interventions and supports. Indicate which school staff members will respond as well as procedures and training as needed.
Threat Assessments – Social Worker, School Counselor

Suicidal Ideations/Self Harm – Social Worker, School Counselor, SRO, School Psychologist (Signs of Suicide Training for staff)

Active Shooter – SRO (ALICE Training for staff)

Emergency Management – Administrative Team (Emergency preparedness training opening week)

Crisis Management – Principal, Safety Manager, Executive Director

Monitoring the Schoolwide Positive Behavior Plan/Data Analysis

Identify the data that will be collected and reviewed by the School Climate Team in order to identify behavior trends, patterns, action steps, and interventions using a problem-solving strategy. Consider having a uniform referral form for staff to complete to document referrals to administration. Consider how teachers should document classroom-managed concerns/behaviors/difficulties. (Information from School Progress Plan.)

Behavior Intervention Log – for teachers to document teacher managed behaviors (Reviewed by SEL Task Force)

Electronic Referral Form – for department chair and administrative response to repeated behaviors (reviewed by Administration and Leadership)

FOCUS – documentation of suspensions (reviewed by Administration)

Section 5: Miscellaneous Content/Components

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